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ABSTRACT

The primary objective of this study was to ascertain from retail merchants the amount and type of formal college education desirable for optimum performance of typical mid-management retail positions, such as store manager, department manager, and buyer-merchandiser. The investigation also was concerned with any job stability differences between the four-year college graduates of business-marketing programs and the two-year college graduates, with the need for a close working relationship with the merchants, and with an effective student-job program. The questionnaire responses of 161 (a 55 percent response) retail business firms throughout the U. S. and Canada were analyzed. Personal interviews were used as a supplementary method. The following conclusions were reached: (1) The two-year junior college retail program is adequate education for students seeking careers in retail mid-management positions. (2) Many retail merchants believe the two-year junior college retail graduate to be more stable than the four-year business-marketing graduate. (3) A number of merchants are unacquainted with the two-year junior college retail program. (4) A high level of industriousness is essential for success in retail management, and there are ample well-paying positions for the two-year retail graduates. (5) Communities should provide two-year junior colleges with retail management programs of high quality and their graduates with suitable employment. (Author/KM)

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Research Study

THE JUNIOR COLLEGE APPROACH TO RETAIL MARKETING AND SALES SUCCESS

By

Dr. Clyde A. Voris
University College
University of Cincinnati
Cincinnati, Ohio

DECEMBER, 1970

JC 740 081

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ABSTRACT

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The primary objective of this study was to ascertain from retail merchants the amount and type of formal college education desirable for optimum performance of typical mid-management retail positions, such as store manager, department manager, and buyer-merchandiser. The investigation also was concerned with any job stability differences between the four-year college graduates of business-marketing programs and the two-year college graduates. Also of concern was to determine the need for a close working relationship with the merchants, and an effective student-job program.

The procedure used was the study of the questionnaire replies of 161 (55 per cent response) retail business firms throughout the United States and Canada. The chief executive officer of each firm was questioned. The personal interview was used as a supplementary method.

The summary of the conclusions is:

1. The two-year junior college retail program is adequate education for students seeking careers in retail mid-management positions.
2. Many retail merchants believe the two-year junior college retail graduate to be more stable than the four-year business-marketing graduate.
3. A number of merchants are unacquainted with the two-year junior college retail program.
4. A high level of industriousness is essential for success in retail management, and there are ample well-paying positions for the two-year retail graduates.
5. Communities should provide two-year junior colleges with retail management programs administered with concern for highest quality in facilities and faculty. Alongside this conclusion is the need for the community to provide suitable employment for these student products.

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BACKGROUND

The craftsmen and artisans of the Middle Ages chose their apprentices from their children or kin and reared them in the family tradition. Similarly, storekeepers taught their sons the surest way to earn a living, by buying for less and selling for more.

This was the age of agrarians. With little or no money in the pockets of the average peasant, the effective demand for the goods and services offered for sale by the storekeepers was slight indeed. Nevertheless, these primitive merchants were the precursors of today's merchant chiefs, who command vast empires and employ hundreds of thousands of all classes in our society. Today, retailing is one of the biggest businesses in the world!

The Industrial Revolution provided jobs and money for a new level of society and increased the effective demand for goods and services. Technology, as it accelerated through the centuries, created new products; and the luxuries of a few years ago have become today's necessities.

Retail marketing has become the heart of the system of distribution, whereby consumers acquire the goods produced all over the world.

The growth in population, wealth, and effective consumer demand over the years required the development of new

merchandising techniques such as mass buying and selling in the competition for the consumers' dollars. Multiple distribution through the expansion of branch store programs has also added to the merchants' management problems.

New merchandising techniques also required a higher level of capabilities from employees -- no longer just clerks in the store -- but managers of departments, merchandisers and buyers, inventory controllers and various middle and top management positions. In short, the new breed needed more education.

As operational problems of business soared after World War II, especially with the advent of expanded credit buying, unionized employees' demands for higher wages and benefits, greater customer selectivity, the complexities of data processing, etc., many retail executives felt compelled to secure their management personnel from competitors. This pirating proved to be self-defeating because profit margins declined as management personnel costs increased.

Clearly, the need for a competent, specialized staff was obvious; but it was also apparent that to be successful and efficient, the retailing business needed a new approach.

The retail food industry, through its trade associations, asked colleges and universities to research the field and to prepare curricula for training of store management personnel.

Similarly, other retail associations began encouraging

educational institutions to devote time to the study of management problems. The hotel industry, too, was concerned with management personnel problems. The whole retail industry has relied heavily on education to help improve efficiency in the retail management field.

Our secondary schools throughout the country also began to step up their vocational distributive education programs. By 1960, the various State Boards of Regents and Boards of Education began vigorous programs promoting two-year junior college development with emphasis on the two-year terminal degree programs that would meet the needs of the communities and would develop the occupational skills of students. Federal and state governments enacted more legislation, giving sizable financial grants for the extension of vocational-type educational facilities in colleges and secondary schools.

The growth of the two-year junior college throughout the U.S. since 1960 has been astonishing. Though the transferability of junior college students to colleges of higher learning became an important objective, terminal programs were given considerable support.

Highly concentrated, intensified, and specialized curricula of specialization appealed to many; and the graduates of these two-year programs began to make their impact on their employers. Until recently, few retail

merchants were aware of the existence of concentrated retailing programs offered by the two-year junior colleges. One personnel executive of a large retail corporation related that at a recent meeting of their district personnel directors throughout the United States, none beside himself knew of any junior colleges in their areas that offered retail programs.

As expected, private recruiters of college students for trainees in retail management positions were reluctant to give much attention to the two-year graduates thinking that the four-year baccalaureate graduate was the best buy for their money. Only when private retail business executives began to reexamine their management job requirements, and when some college administrators began to promote the concentrated junior college programs, did some private retail firms begin to realize that these two-year graduates might fill their management training positions adequately. Upon examination of this "new breed" of graduate at work, some retail merchants report more job stability among their two-year college trainees than among their four-year counterparts. The merchants consulted have suggested that this might be because the four-year graduates become somewhat uneasy with the preparatory work required prior to more permanent management assignments. Perhaps this uneasiness was a result of graduates' feelings of inadequacy after four

years of education concerned with many broad academic theories and concepts and with little emphasis on practical application.

Although education is currently one of our nation's largest "growth industries," according to B. Larman Johnson, of the University of California, "it still suffers in many areas from the malady with which, historically, it has been afflicted; namely, its notorious slowness to change its own internal arrangements."

During the past decade, the two-year junior college has been the fastest growing sector in higher education, primarily because they are responsive to the need for change and adjustment in our country's educational enterprise.

Aside from the basic aesthetic functions of general education and the common misconception that general and occupational education cannot be merged, we must learn to accept the phenomenon of the functional two-year terminal college.

The emergence of the two-year college gives rise to the question of the relative value of the two-year college versus the four-year college especially as related to occupational needs in our communities. In our study, we have chosen to show what the retail merchant has learned in regard to the usefulness of two-year college graduates in middle management positions.

First, the merchant learned that he must examine the real job requirements in his firm's middle management positions. How much formal education do these positions really require of an individual? Do these positions require four years of college education, or has this been a requirement based mostly on convention and a desire to secure the best educated persons possible? Can an employee be too well educated for certain middle-management positions? Can an "over-educated" employee be a handicap rather than an asset to a business firm? Does the turnover among these management training employees indicate a need for a closer examination of the reasons for this? Some retail merchants have indicated a greater "mortality rate" (turnover) among their four-year college graduates than among their two-year counterparts. Some retail executives have mentioned that their experiences with the new two-year college graduates show them to be better satisfied with their training assignments and less impatient for promotion to a permanent management assignment.

It has also been reported that the four-year college trained marketing student, who begins a management training position, often feels frustrated performing the arduous, and to him, menial tasks required in his training. These trainees state that spending monotonous hours working in lesser than higher management assignments is a waste of

their abilities. In short, they think the training work is boring.

One retail executive remarked that it is gross management inefficiency to "train up and out." He felt that a close review of middle management position requirements was in order. This same executive said he felt it mandatory to find a solution for this inefficiency in his firm. He suggested, further, that the inefficiency might be reduced by using two-year college retail graduates instead of four-year college graduates for his management training positions.

A concern with the problem of the selection of the most effective employees for retail management training resulted in this study and investigation.

An ancillary contribution of this study should be that it will be helpful not only to the retail merchants, but also to junior college administrators as they attempt to answer the traditional question of whether to prepare their students for transfer to baccalaureate colleges or to concentrate on terminal training for the bulk of students who, statistics show, are destined not to complete four-year college programs.

This study, it is hoped, should also be of invaluable assistance to the many high school guidance counselors who need documented evidence to support their counseling of students and parents about the employment needs of the retail business firms of their community.

In preparation for this study, the problem was first reviewed with members of the Business Advisory Committee of the Retail Marketing and Sales Program of the University College (two year) of the University of Cincinnati, each of whom is a leading executive of a retail firm. This preparatio required that decisions be made as to the approach for collecting the data, the merchants to be contacted, the method to be used, and the exact nature of the questions to be asked. It was agreed that a study was needed to establish the respective value of four-year college graduates and the two-year college graduates in relation to their success in retail middle management positions.

A list of well-established private retail business firms was found in the Fairchild's Financial Manual of Retail Stores,[1/] 1968 and 1969 editions. These publications include the names of 298 currently operating private retail business firms in the United States and Canada. The president or top executive officer of each firm was written a personal letter to explain the purpose of this study and to request his reply to the enclosed questionnaire.

OBJECTIVES

The primary purpose of this study was to ascertain, as accurately as possible from top management retailers, the

1/ Fairchild Publications, Inc., Fairchild's Financial Manual of Retail Stores, Book Division, New York, 1968 and 1969 editions.

amount of formal college education desirable for optimum performance of typical management retail positions, and to determine the relationship between educational requirements and success in middle management positions. Further, the author was determined to research this subject and to report the findings without unnecessary repetition and duplication.

This study examines the question of job stability differences (or objections to work assignments) between four-year college graduates and the two-year junior college graduates.

Another objective of this study was to find out from retail merchants if they were aware of the existence of public junior colleges that were training students in retail programs, and to inquire that if such graduates were available to them, would they feel that two years of college was sufficient as a requirement for their management training positions. If so, how would they compensate the beginning two-year graduate trainee in relation to the four-year graduate. The study also asked retail executives if they felt that a graduate of a two-year retailing program was sufficiently prepared, along with the necessary on-the-job training, to manage one of their retail stores, departments, etc.

Another objective of this study was to find out from the merchants whether they felt that the two-year college

program in retailing should be concentrated with all practical, functional subjects, or if they felt it would be more desirable to include some liberal arts courses, such as History, English, Literature, Algebra, Art, etc., and if so, to what extent. We asked also the questions: Should a teacher of retail students possess some formalized college training; if so, how much; or would a faculty member with a strong academic background, but without work experience, be adequate? Should a student of a two-year concentrated retail program be required to work at a retail job while doing his college work (co-op), or would it be more advisable to make this work experience a voluntary part of his college program?

PROCEDURE

This study involved 298 retail business firms listed in Fairchild's Financial Manual of Retail Stores,[2/] 1968 and 1969 editions. These firms include traditional department stores, discount department stores, food chains, variety stores and those categorized as "other," meaning drug stores, furniture stores, novelty stores, specialty stores, etc. These stores range in size from the very largest chain to the smaller retail firms. It is to be noted in the tabulated results that a discrepancy appears between the total number of firms investigated and the total figures for the various

2/Op. cit.

types of firms. This is due to the fact that some of the respondents listed their firms under several types. There were 161 company replies, or a 55 per cent response to the questionnaire.

The research instrument of the study was primarily the questionnaire, which contained 23 questions. The personal interview with retail executives of department, discount, food, and variety stores was used as a supplementary method.

ASSUMPTIONS AND LIMITATIONS

Specific assumptions and limitations were made for the purpose of this research, and are as follows:

1. It was assumed that the middle management positions in the broad areas of retailing were reasonably similar in job content. The areas of retailing examined were the traditional department store, the discount department store, the food chain, the variety store, and a group of miscellaneous types of retail stores. In this latter category were furniture stores, drug stores, novelty stores and specialty shops.

2. It was assumed that the respondents of this study were equipped professionally to report effectively on the subject of the questionnaire or interview.

3. It was also assumed that the respondents understood the meaning of liberal arts subjects and occupational-type

subjects as used in college curricula. The study was limited to firms considered representative of the retail business.

The study was also limited to middle management retail personnel rather than lower level or more highly specialized positions; and the study was not concerned with management positions in other than retail business firms.

EXAMINATION OF PUBLICATIONS AND LITERARY SEARCH

Records show that the junior college in the United States first developed in about 1911; however, the period of tremendous and accelerated growth has been since 1960. Our search for data on the subject of this study was begun with available literature published since 1960.

Some literature was found relating to the retail trade and its application to the junior college curriculum, but nothing was found that was directly related to the subject of this study. The University of Cincinnati Library and the Cincinnati Public Library were searched for such material. Much has been written on the junior college itself, its history, objectives, curricula, etc. Some material was found on retailing as a profession, on comparisons of retail versus nonretailing type students, on types of curricula and duties of middle management retail positions.

FINDINGS

One of the conspicuous findings was that many respondents

said they believed a graduate of a two-year college specialized retail program possessed enough of an educational background to fill middle management retail positions, i.e., store manager, department manager and merchandise manager. Ninety-five per cent of the respondents said they thought that the two-year graduate was sufficiently educated to handle their management positions. Only three respondents replied negatively and five indicated some doubt. Five did not respond.

Most respondents said they employed college trained people for their middle management positions. One hundred and thirty-four, or 89 per cent, replied affirmatively. Forty-four respondents indicated that they desired four years of college training for their training positions. Fifty-seven respondents required only two years of college. Only 11 replied that they did not require any college training. One hundred and twenty-four responded that they had experience in using two-year college graduates in their first level management positions.

Out of the total of 157 respondents, 151 indicated they would employ two-year college retail graduates for their management training positions. This represents more than 96 per cent of those replying to the inquiry. Closely related to this was the question: If the respondent had <u>not</u> used any two-year college graduates in his management

training programs, what was the reason? It is interesting to note that the results showed 114 gave no reply, 28 stated that the two-year graduates were unavailable to them, and 15 said they were unaware of their availability. Only four indicated that they were not sold on the value of the two-year college graduates.

Of the 161 respondents, 82 said that if they employed two-year college retailing graduates for their training programs, they would expect to pay them a wage lower than that paid four-year graduate trainees. Seventy-three replied that they would pay the two-year retail graduates the same salary as they paid their four-year graduates. None replied that he would pay more to the two-year retail graduates. Only six did not reply to this question.

One hundred and forty-two respondents said they had experience with the employment of four-year college graduates of marketing and/or business. Eighty of these said that they found many of their four-year college graduate management trainees objected to the work assigned while they were in training, prior to permanent assignment to management positions. Fifty-nine of these respondents did not find four-year graduates objected to training work. Twenty-two respondents gave no reply to this inquiry.

Of the respondents on the matter of turnover of the

four-year graduates on training jobs, 73 indicated an average turnover, 46 said their turnover was high and 20 said it was low. Twenty-two gave no indication.

When asked if they found any differences in the job stability of their trainees between the four-year graduates and the two-year graduates, 67 merchants said they had found differences. Thirty-eight said they found no differences. The fact that 55 respondents did not reply at all indicates their indecision. Twenty-five per cent of the respondents said they felt that their two-year graduate employees showed a higher degree of stability than their four-year graduates. Fourteen said their four-year graduates were more stable; 14 also said the four-year graduates were lower in stability, and 24 said they saw no difference in the stability between the four-year and the two-year graduates. Thirty-eight of the respondents said they noticed no differences.

It was felt that this study should include an indication of what the retail merchant thought should be included in the ideal curriculum of a two-year college retail program. These merchants were asked about what portion of the program should be devoted to the academic, liberal arts type subjects such as History, English, Art, Algebra, etc., and what part should be spent in retail and practical business courses.

Ninety-eight replied that there should be between 30

per cent to 50 per cent of the time spent on liberal arts subjects, 36 said the percentage should be under 30 per cent, and 18 indicated that it should be more than 50 per cent of the time. On the question of time spent on retailing and business courses, 65 respondents said there should be more than 50 per cent of the time spent on subjects of a specific business nature, 77 of the merchants said it should be between 30 per cent and 50 per cent. Ten respondents said that business subjects should take up less than 30 per cent.

When the merchants were asked specifically how they felt about the subject of college algebra as a requirement in the two-year college retail program, 94 or 62 per cent said it should not be required, 25 answered that it should be, and 33 said that some algebra should be included in the curriculum.

It was likewise felt important to request of the retail merchant his opinion as to what the faculty background requirements for teaching in a two-year college retail program should be. Eighty-two of them said that some work experience, plus a four-year college degree should be a minimum requirement for a teacher. Seventy-three said that some retail management work experience should be mandatory. Three indicated that a Master's or Doctor's degree would offset the need for work experience as a requirement. Twenty-eight merchants replied that they

thought that actual work experience itself would be adequate as a teaching requirement in a two-year college retail program.

Retail merchants' observations from interviews:

Along with the empirical findings of this study's questionnaire statistics, were the comments of individual merchants collected during personal interviews. A group of more than 15 executives from various retail firms were queried on subjects related to this study. Their responses, in summary form, are as follows:

Retail executives who know about the junior colleges and their retail programs nearly all agreed that the post-secondary retail program is most important to the training of students for careers. All indicated a need for well trained students for their supervisory and management positions. They also believed there to be many well paying management positions in the retail business that offer a real challenge to graduates of the two-year college retail programs. These positions pay annual salaries well over ten thousand dollars.

Retail merchants interviewed said they preferred applicants from college retail programs if applicants are "screened" before referral by the school specialists. The merchants stated that they would give preference to graduates of retail programs over graduates of non-retail or general

purpose programs. The merchants said they believed that graduates of college retail programs were a better employment risk in that they knew enough about the business to be a little more certain whether or not they wanted retailing as a career. They said they thought the students should know about the disadvantages of the retail business too.

All respondents were positive that retail work experience along side attendance at college classes would be most helpful to the student in finding himself a line of work while learning the rudiments of the retail business.

The merchants interviewed believed, too, that the curriculum for retail students should be mostly basics of business, and not too specialized with emphasis on advanced theories and marketing concepts. They stated that the individual businesses could provide the trainees with the specialized theories and marketing techniques as they were needed.

It was stated by these retail executives that the college should be staffed with competent and well qualified teachers. They strongly recommended the need for courses emphasizing "techniques for handling employees," "principles of management," and "business economics," stressing the importance of the "profit motive." Further, they said, courses should emphasize the value of our capitalistic system. Each retail student should possess a strong desire

to earn money.

Traditional academic programs seldom provide training in the area of human relations skills. A tremendous number of geographically separate retail units characteristic of large retail firms, the store manager and department managers, to a considerable degree, are on their own in developing sound interpersonal relationships in the handling of the employees who work for them.

Glenn E. Mitchell, University of Cincinnati administrator, and former corporate personnel executive of a large food chain says, "Retail executives almost invariably emphasize the desirability of human relations and leadership training. Recent research with several hundred store managers and department heads in the food chain industry has demonstrated a relationship between leadership attitudes and on-the-job performance."[3/]

Retail merchants suggested other subjects, too, as important in the retail program, such as "fundamentals of mathematics," "customer relations," "cost accounting," and "public relations." They also thought a well qualified faculty could do much to develop self-confidence and maturity in the students.

3/Glenn E. Mitchell, University of Cincinnati, (title of forthcoming publication undecided), Chain Store Publishing Company, Park Avenue, New York City, (October, 1970).

CONCLUSIONS

1. The two-year junior college retail program provides adequate education for students seeking careers in retail store management.

2. Many merchants believe that the two-year junior college retail graduate shows more job stability than the four-year marketing-business school graduate.

3. Graduates of a two-year junior college retail program rate high for employment with those merchants who have had experience with them.

4. Some merchants said they were either unacquainted with the junior college programs of retailing, or that the graduates of these programs were unavailable to them. In some cases the schools did not inform the merchants about their two-year programs.

5. The four-year marketing or business college graduate was more likely to object to the work required while in training. A high level of industriousness is most important in successful retail management.

6. Merchants expect to pay the two-year junior college retail graduate the same salary as that paid the beginning four-year graduate while in training.

7. At least 50 per cent of the total course time should be spent on specific business courses, less than 50 per cent on liberal arts subjects, and none on college algebra.

8. Teaching faculty in the retail program should possess actual retail work experience as a mandatory requirement even at the expense of some college training.

9. The two-year junior college retail program should maintain a very close working relationship with the retail merchants of the community in order

   a. to keep constantly abreast of the merchants' needs and to advise the college administration for curriculum updating, and

   b. to provide the merchants with screened graduates and students as expeditiously as possible when the need occurs -- not on the annual recruiting basis as provided for four-year graduates.

10. The two-year junior college should offer a terminal program in retail marketing, and, in addition, there should be administrative concern for maintaining college facilities and faculty of the highest quality consistent with community needs.

The Public Junior College (Two Year)

The two-year public junior college is rapidly becoming the most dominant aspect of higher education and is adding an increasingly vital dimension to the nation's educational enterprise. These two-year colleges should serve a broad cross section of the nation's youth, especially those who want to prepare themselves

as rapidly as possible for marketable positions, and those who, for other reasons, do not want to follow the four-year traditional academic "finishing school" route.

The Vocational Education Act of 1963 provides a financial incentive for states to expand their occupational programs beyond the high school level by requiring that they spend available Federal funds for the creation, expansion and development of such educational programs. The U. S. Office of Education reports that nearly 100,000 students are enrolled in post-secondary school retailing programs.

Statistics on the number of junior college students who transfer to baccalaureate colleges vary with the highest estimate being approximately 50 per cent. On this basis alone, it seems obvious that the two-year junior college terminal programs should have a promising future. There are several objectives of the junior colleges. Among these the terminal or career objective is the one pertinent to this study.

The administration and faculty of the junior college must fully accept this terminal objective and see to it that curricula are designed for the pragmatic objective of job preparation. Students

using the junior college for a "stepping stone" or transfer to the baccalaureate colleges should be restricted to the general preparatory programs designed for this purpose. If this is not done, both the student and the community have been "shortchanged" as the graduates enter community business life lacking in economic background with little knowledge about the value of supervision and management, human relations, and short on the technical-occupational qualities necessary in preparing for adult-life careers.

Public junior colleges must contribute to the community which they serve; therefore, they should first listen to the community leaders to learn what kind of student-products are needed in their businesses. The Business Advisory Committee is a means of setting up machinery to achieve this end.

The junior college administration should see to it that community businesses and organizations are not only aware of the services and products of the junior college; they should also work very closely with them in order to keep abreast of new technical needs, to provide for changes in curricular development, and to provide the merchants with a well designed and personalized employment service. The students usually pay tuition and fees for services such as employment

placement and guidance; they should not have to rely on a centralized operation only remotely connected with the employment problems of specific employers and specific students. The employment service needed for the two-year student is considerably different from that provided the regular four-year graduates in Engineering, Teaching, Accounting, etc.

Faculties and advisers in the junior colleges should cooperate in changing the four-year college "status symbol" as the only answer to a college education. It should be recognized by the faculty that many students, limited by their own heredity and environment, may otherwise be well equipped for occupations that do not require a four-year college education.

The junior college can supply much occupational guidance to the high school graduate who is undecided on a chosen career of work. Junior college faculty and administration should work closely with the secondary school counselors to emphasize the many advantages of the two-year college and the occupational opportunities for two-year college graduates.

A junior college student being prepared for a career occupation should follow a curriculum fully functional, as defined by the community leaders, for his

occupation. The courses need not be transferable to baccalaureate colleges, but they must meet the occupational needs of the student. John H. Carmichael, Michigan State University, concludes in his Ph.D. dissertation, 1968,[4/] that, "The traditional department store model should not be used in developing a post-secondary 'mid-management' curriculum since mid-management personnel in this type of firm are more highly specialized than mid-managers in discount, chain, and variety organizations which represent 80 per cent of general merchandise sales."

The junior colleges should recognize that society is undergoing rapid technological change. The retail business is one of the "biggest businesses in the world," and the junior college must realize and accept this. They must provide facilities for the career oriented students.

11. Community Responsibility. The two-year colleges must endeavor to provide a "product" for the community, and the colleges must depend on the community to provide suitable employment for these student-products.

Dr. R. C. Wenrich, Professor of Vocational Education at the University of Michigan maintains, "The Community that

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4/John H. Carmichael, Ph.D., "An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry with Implications for Curriculum Development in Post-Secondary Institutions," Dissertation Abstracts, University Microfilms, Ann Arbor, Michigan, Michigan State University, Lansing, Michigan, 1968, Humanities and Social Sciences, Volume 30A:199-A.

supports the college must be clearly committed to the idea of providing occupationally oriented programs for those youths who are not planning to go on to a four-year college."[5/] Opportunity for the junior college terminal student to secure part-time employment in business alongside his school work is believed by many of the respondents to be a key to the effectiveness of the students' total college training program. This employment may or may not be in the form of a formalized "co-op" type of program, alternating between school and the job; but some type of related work experience is necessary. Some respondents hold that this related work experience should be on a voluntary basis.

5/Ralph C. Wenrich, "The Community College and Technical Education," School and Society (February 9, 1963), Volume 91, Number 2221:54, The Society for the Advancement of Education, Incorporated, 1834 Broadway, New York City.

APPENDIX A

RETAIL MARKETING AND SALES RESEARCH STUDY
UNIVERSITY OF CINCINNATI
UNIVERSITY COLLEGE
402 SCIOTO HALL
CINCINNATI, OHIO 45221

QUESTIONNAIRE

SUMMARY SHEET

298 Companies Surveyed
161 Respondents

Your Name_____
Your Firm's Name_____
Your Firm's Address_____

Please place a (✓) check in the appropriate block or blocks.

1. Your Firm's Type of Distribution:

a. Traditional Department Store	a. ☐	50
b. Discount Department Store	b. ☐	39
c. Variety Store	c. ☐	13
d. Food Chain	d. ☐	45
e. Direct Sales Representation	e. ☐	5
f. If other, please specify.	f. ☐	55

2. Do you employ people in Retail Management positions (including related fields of marchandising, advertising, etc.)?

No----------2
No Reply---1

Male	☐	14
Female	☐	0
Both	☐	144

3. Do you employ people in Direct Sales positions?

No Reply---5

YES	☐	122
Male	☐	16
Female	☐	1
Both	☐	106
NO	☐	34

4. Do you employ college graduates for management training jobs?

No Reply---11

YES	☐	134
Male	☐	34
Female	☐	0
Both	☐	100
NO	☐	25

5. If your answer to #4 is YES, how many years of college do you require?

0 Years----11
No Reply---44

4 Years	☐	44
2 Years	☐	57
_ Years	☐	33

6. During the past 10 years have you ever used 2-year college degree graduates in first level management jobs?

YES	☐	124
Male	☐	43
Female	☐	1
Both	☐	80
NO	☐	37

7. If your answer to #6 is YES, have they been successful on their jobs?

No Reply---35

YES	☐	107
NO	☐	2
?	☐	17

8. Was any failure a result of the lack of qualities that may have been provided by more college training?

No Reply---45

YES	☐	12
NO	☐	69
?	☐	35

9. If you have not used 2-year degree graduates in your training program for first level management training jobs has it been mainly because:
   1. You were unaware of their availability? 1. ☐ 15
   2. You were not sold on the value of 2-year college graduates? 2. ☐ 4
   3. They were not available to you? 3. ☐ 28

No Reply---114

10. If a college provided 2-year degree graduates with 2 years of specialized retail and sales training would you consider them for your first level management training or sales training jobs?

No Reply---4

YES	☐	151
NO	☐	6

11. Do you have any first level (or higher) management jobs in your firm that actually do not require more management training than could be provided in a 2-year specialized college program?

No Reply---2

YES	☐	124
NO	☐	35

12. Do you think that a graduate of a 2-year college specialized retail management program would possess enough educational background (together with adequate job experience) to manage a supermarket, variety store, department of a department store or discount store, etc., or, be successful in direct sales work?

No Reply---5

YES	148
NO	3
?	5

13. Have you had experience with 4-year college graduates of marketing or business administration programs?

No Reply---5

YES	142
NO	14

14. If your answer to #13 is YES did any of them reject or object to the necessary work in training before being assigned to a management position?

No Reply---22

YES	80
NO	59

15. Has the turnover ("mortality rate") of your 4-year graduates been

No Reply---22

HIGH	46
LOW	20
AVERAGE	73

16. If you have employed both 4-year and 2-year college graduates in retail training positions have you found any differences in their job stability?

No Reply---55

YES	67
4-Yr. Higher	14
" Lower	14
" No Diff.	24
2-Yr. Higher	26
" Lower	11
" No Diff.	22
NO	38

17. Do you feel that the students of a 2-year retail program should be required to work on a part-time related job while in school as a mandatory requirement?

No Reply---9

YES	82
NO	70

18. If your reply to #17 is YES, would your firm try to provide part-time jobs for such students?

No Reply---67

YES	87
NO	0
?	7

19. If you were to consider the employment of graduates of a 2-year concentrated and specialized retailing and/or sales program, how would you expect to pay them in relation to the regular 4-year graduate?

No Reply---6

MORE	0
LESS	82
SAME	73

20. Can you think of any retail management positions, related ones, or direct sales positions that require a knowledge of Algebra as a necessity or help in the performance of their work?

No Reply---9

YES	25
NONE	94
SOME	33

21. In a 2-year college level program in retail management and/or sales, what percentage of the total course time do you feel should be allocated to the "Liberal Arts" subjects (English, History, Art, etc.)?

No Reply---9

0 to 30%	36
30 to 50%	98
Greater than 50%	18

22. What percentage do you feel should be allocated to specific business courses directly useful in the retail or sales fields?

No Reply---9

0 to 30%	10
30 to 50%	77
Greater than 50%	65

23. In your opinion, what value would you place on actual Retail Management work experience as related to academic college degrees as a requirement for teaching faculty of such a program?

a.	Some Retail Management work experience mandatory.	a. 73
b.	A Masters degree or Ph.D. would offset the need for work experience.	b. 3
c.	Some work experience plus a 4-year college degree should be a minimum requirement.	c. 82
d.	Work experience without a college degree would be adequate.	d. 29

No Reply---7

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